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ABSTRACT

The handbook was prepared as a guide for school administrators and teachers of occupational orientation in secondary schools to help them develop an occupational orientation program which will meet the needs of their students. Topics discussed are: a definition and philosophy of occupational orientation; general objectives; course structure and credit; time; recommended enrollment; suggested grade level and priorities for enrollment; place of occupational orientation in the secondary curriculum; professional requirements for teachers of occupational orientation and vocational guidance counselors; policies governing requirements for salaries; suggested resources for teaching occupational orientation; testing; implementation of occupational orientation; and assistance from State Department of Education. (Author/NH)

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# HANDBOOK

# FOR

# TEACHERS AND ADMINISTRATORS

# OF

# OCCUPATIONAL ORIENTATION PROGRAMS

# IN

# MISSISSIPPI

**STATE OF MISSISSIPPI**

**DEPARTMENT OF EDUCATION**

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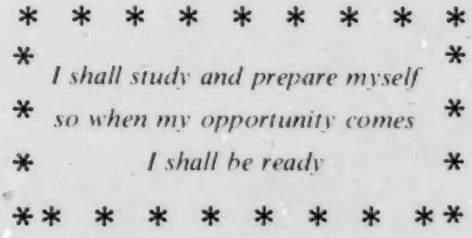
*Prepared in Summer of 1971*

*Revised in Summer of 1974*


I shall study and prepare myself
so when my opportunity comes
I shall be ready

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## PREFACE

The range and scope of jobs in the world of work are undergoing tremendous changes; as a result, one of the greatest problems confronting educators today is that of preparing young workers for job entry.

Too many of the youth of today are dropping out of elementary school, secondary school, and college without having acquired marketable skills

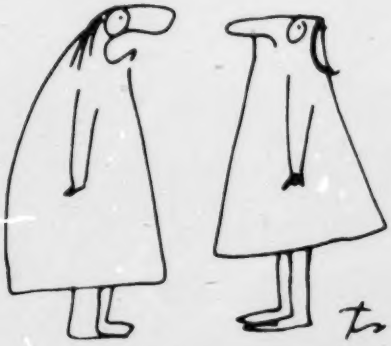
This handbook has been prepared as a guide for school administrators and teachers of occupational orientation to help them develop an occupational orientation program which will meet the needs of their students.

This handbook falls short of answering all of the questions about the occupational orientation program, but it is intended to clear up a few questions which you may ask, and to direct you to the supervisor of occupational orientation for further information.

Joe McDaniel

## DEFINITION OF OCCUPATIONAL ORIENTATION

Occupational orientation is a course designed to help students explore the world of work, including its requirements, conditions, and rewards; and to help them make a meaningful selection of an occupation. It is intended as a course of study for the lower grades in the secondary schools; it seeks to stimulate the career decision-making process for all students, both college-prone and noncollege-prone.



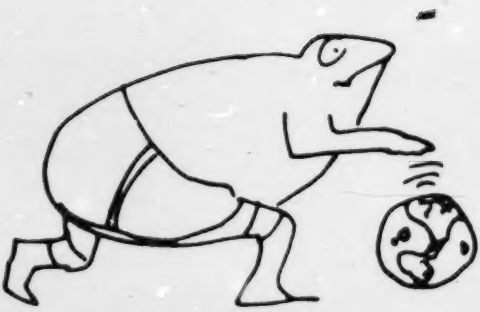
"I know that due to lack of funds some schools have had to cut music from the curriculum. But surely not occupational orientation?"

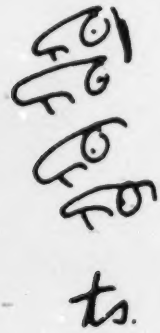
## PHILOSOPHY OF OCCUPATIONAL ORIENTATION

The underlying philosophy regarding the course of occupational orientation is that of broadening the base for vocational choice. In broadening this base, an attempt should be made to expose students to all areas of work in a systematic way and to familiarize them with the many far-reaching changes which have taken place in the world of work. If it is true that the individual who understands his environment is the one who can use it to the best advantage, we should help students gain this understanding. We believe in the worth, dignity, and great potential of each student. We should strive to meet the needs of students and to provide activities that will facilitate learning and provide meaningful learning experiences. There should be flexibility within the course to allow for individuality. Emphasis should be placed on helping the student become all he is capable of becoming.

The curriculum should provide information about and all possible exposure and experiences in the world of work in order that boys and girls can make a meaningful selection of an occupation.

In summary, the philosophy of occupational orientation is to provide the type and quality of education that will enable every child to pursue and complete an educational program which will raise him to the highest level of proficiency he is capable of reaching.





"I wish they'd keep us in our chosen fields. I'm sure the coach doesn't want to teach occupational orientation."

## GENERAL OBJECTIVES

The general objectives of occupational orientation are:

1. To help students understand the basic process of production, processing, and distribution in American work-economy and the importance of human relations and ingenuity in these processes.

2. To help students gain a first-hand knowledge, understanding and appreciation of the changing employment patterns and opportunities in the world of work.

3. To help students learn to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.

4. To develop the ability to adjust to real-life situations through self-understanding and acceptance.

5. To develop positive attitudes required for job entry and advancement.

6. To develop the understanding of the need to find fulfillment in productive living.

7. To foster self-evaluation as a means of developing realistic goals and a method of achieving them.

8. To develop an understanding of trends within the world of work that influence occupational choice.

9. To develop attitudes, values, and physical, emotional, social, mental, and moral habits conducive to job success.

10. To develop initiative, enthusiasm, fortitude, and a higher self-concept.

## COURSE STRUCTURE

The basic structure of occupational orientation is provided by the Ann Roe schema; that is, occupations are grouped into eight categories for study. These categories are Service, Business Contact, Organization, Technology, Outdoors, Science, General Cultural, and Arts and Entertainment.

## COURSE CREDIT

The State Commission on School Accreditation will allow two high school credits for occupational orientation to count toward high school graduation. However, the state department of education has only one approved course outline for one level of work and one unit credit. The local school district may develop a second level course outline or text reference and offer it for a second unit credit after, and only after, it has been approved by the state department of education.

## TIME

A minimum time in class of 275 minutes per week for the entire scholastic year is required by the Mississippi Commission on School Accreditation and by the Southern Association of Colleges and Schools, if one credit is to be given.

## WHAT IS THE RECOMMENDED ENROLLMENT IN OCCUPATIONAL ORIENTATION?

The recommended maximum enrollment is twenty-five students, and the minimum is fifteen. Larger enrollments will not allow adequate supervision of classes in which individual activity is the key. Offering instruction to fewer than fifteen is not considered effective use of public funds.

## SUGGESTED GRADE LEVEL AND PRIORITIES FOR ENROLLMENT

While occupational orientation is essentially a ninth grade course, upper and lower level students should be allowed to enroll. This is particularly true in the immediate future. Initially, the number of applicants for occupational orientation may exceed the ability of the local school to provide instruction; therefore, priorities for accepting applicants must be established. Two groups need immediate assistance. Students identified as potential dropouts should be given top priority. Second priority should be given to those who will soon graduate or enter an occupational training program. These students may have a great need for assistance in occupational planning. Therefore, it is recommended that administrative planning be aimed toward making the ninth grade the optimal time for the majority of students to request enrollment in occupational orientation.

It is strongly suggested that in counties or districts where a vocational complex exists every effort be made to reach the ninth grade students. Hopefully no higher than the tenth and no lower than the eighth grade levels be enrolled.

## WHAT IS THE PLACE OF OCCUPATIONAL ORIENTATION IN THE SECONDARY CURRICULUM?

Occupational orientation has been accredited by the Division of Instruction for the upper four grades of the secondary curriculum. Ideally, it should be placed in the curriculum so that students would complete it just prior to entering vocational training. With the continued growth in the number of vocational programs being offered both in the regular high schools and in the rapidly developing area vocational schools, training will be available to all eleventh and twelfth grade students. It would seem, then, that for most students the optimal time to enroll in occupational orientation would be prior to eleventh and twelfth grades.

Enrollment of large numbers of upper-grade students is to be considered an emergency procedure. Local administrators are encouraged to poll students to determine demand for occupational orientation in order to prepare a staff to accommodate potential enrollment and to schedule necessary sections in years to come.

## PROFESSIONAL REQUIREMENTS FOR TEACHERS OF OCCUPATIONAL ORIENTATION

### Qualifications

1. He shall meet at least one of the following qualifications.

   a. Hold a bachelor's degree with an endorsement in some field of vocational education.

   b. Hold a bachelor's degree in industrial arts.

   c. Hold a certificate in guidance.

   d. Hold a bachelor's degree with an endorsement in elementary or secondary education.

2. Persons with qualifications 1a, 1b, or 1d shall have credit for three semester hours in guidance.

3. Persons with qualifications 1c shall have credit for a three-semester hour course in Philosophy of Vocational Education or a course in Content Development in Teaching Occupational Orientation.

### License Issuance

1. A one-year duration license will be issued to a person who meets the qualifications set forth above.

2. A five-year duration license will be issued to a person who meets the above qualifications set forth in 1a, 1b, or 1d and who has six semester hours of credit in guidance.

3. A five-year duration license will be issued to a person who meets the above qualifications set forth in 1c and who has three semester hours of credit for a course in Philosophy of Vocational Education and three semester hours of credit for a course in Content Development in Teaching Occupational Orientation.

4. A 10-year duration license will be issued to a person with a master's degree who qualifies for a five-year duration license under provisions two or three of License Issuance.

**License Renewal**

1. A one-year license will be renewed for a five- or 10-year duration upon completion of provisions two, three, or four under License Issuance.

2. A five- or 10-year duration license will be renewed by the completion of six semester hours of professional education related to occupational orientation. (Questionable course should have prior approval of the state supervisor.)

## PROFESSIONAL REQUIREMENTS FOR VOCATIONAL GUIDANCE COUNSELORS

Persons working as vocational guidance counselors shall meet the state requirements for certification for guidance counselors. In addition, they shall complete a three-semester hour course in The History and Philosophy of Vocational Education prior to the beginning of their second year of certification.

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## POLICIES GOVERNING REIMBURSEMENT FOR TEACHER SALARIES

Persons teaching occupational orientation who have met the professional requirements as stated in the Occupational Orientation Handbook and whose budgets have been recommended by the Supervisor of Occupational Orientation and approved by the Director may be reimbursed the same way as other vocational education teachers. This applies to teachers who are already employed full-time or whose time will be prorated.

## SUGGESTED RESOURCES FOR TEACHING OCCUPATIONAL ORIENTATION

Knowledgeable Persons
Pictures
Film Loops
Differentiated Staffing
Role Playing
Filmstrips
Motion Pictures
Directed Experience
Simulated Experience
Slides
Team Teaching
Educational Tours
Television
Videotapes
Lectures
Brochures, Pamphlets, Occupational Briefs, etc.
Placement Employment (for older pupils)

## TESTING

As part of the occupational orientation program, it is suggested that schools arrange for the administration of tests to individual students to help discover their interests in and capabilities for certain types of work. Such tests may consist of simple interest inventories in the form of questionnaires administered by the occupational orientation teacher or the

guidance counselor, or they may be more formal tests developed by educational psychologists: the general aptitude test, the clerical aptitude test, the vocational interest test, the personality and interest inventory, and others. Such tests help the occupational orientation teacher or the counselor in evaluating the student's interest, abilities, and his potential as a future worker in certain fields.

Aptitude tests for occupations are intended to aid in vocational counseling of high school students, college students, and adults by providing useful information about individual aptitudes and potentialities. These tests include: Personal-social, mechanical, general sales, routine clerical, computational, and scientific tests.

Self-scoring tests are recommended as a time-saver. (If records are available on tests administered in the past two years, these data may be used without retesting).

Local schools are encouraged to locate and use other instruments for building a stronger testing program for occupational orientation purposes.

## TYPES OF TESTS

Relating the objectives of the testing program to what the tests are capable of measuring is most important. The following brief descriptions of tests will help to determine what type of test to use for a specific purpose.

I. Interest Inventories

1. Point out occupational areas which involve activities for which the pupil has expressed a preference.

2. Indicate discrepancies in expressed and measured interests.

II. Intelligence (Mental Ability) Tests

1. Indicate the level of academic attainment one may expect from pupils.

2. Point out discrepancies in the pupil's measured abilities and subject matter achievement.

3. Aid in determining additional academic accomplishments that may be within the reach of the pupil.

III. Achievement Tests

1. Serve as a yardstick for pupil and teacher in measuring progress toward proposed goals.

2. Point out to the pupil and teacher the degree of efficiency of tasks performed in the various subject matter areas.

3. Indicate, in a diagnostic way, assets and liabilities in the pupil's academic life as they relate to the various subject matter areas.

IV. Special Aptitude Tests

1. Help in determining the pupil's chances of success in academic and non-academic courses and future occupations.

2. Indicate special talents which may be worthy of development.

3. Provide the pupil with objective evidence which helps him to think critically of himself in relation to his future.

4. Point out assets and liabilities in the pupil which may be strengthened or compensated.

V. Personality Inventories

1. Help in pin-pointing certain areas of maladjustment.

2. Assist the student toward better self-understanding.

## IMPLEMENTATION OF OCCUPATIONAL ORIENTATION

What are the steps to be taken in order to initiate a program of occupational orientation? State your intention to offer occupational orientation in your local plan for the administration of vocational education, submit a budget for your teacher, and contact the State Supervisor of Occupational Orientation.

## ASSISTANCE AVAILABLE FROM THE STATE DEPARTMENT OF EDUCATION

In addition to reimbursement of teacher salaries, the following services and materials in occupational orientation are available:

1. **Student's Study Guide — Occupational Orientation, An Introduction to the World of Work**. To be placed in the classroom for each student's use.
2. **Teacher's Edition — Occupational Orientation, An Introduction to the World of Work**. A copy for each teacher.
3. A suggested outline for several weeks' work.
4. Suggested lesson plans for several weeks' work.
5. A listing of suggested text and reference books.
6. Catalog of audio-visual aids for Occupational Orientation.
7. A handbook for teachers and administrators.
8. Area conferences for professional growth and guidance of occupational orientation teachers and administrators.
9. Individual teacher conferences to help improve instruction.
10. Assistance for teachers in the selection of instructional materials.

11. **Vocational-Technical Junior College Course Offerings.** One copy for each classroom.

12. Directory of occupational orientation teachers.

Any of the above services or materials may be received by contacting the Supervisor of Occupational Orientation, P. O. Box 771, Jackson, Mississippi 39205

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* *The person who wants to* *

* *do something finds a* *

* *way; the other kind* *

* *finds an excuse* *

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